

Assessment Director's Meeting Webinar September 17, 2015

- 9:00-11:00



Information for the Webinar

- Here is the ADOBE link to the AD Webinar. (Preferred)
 - <http://connect.schools.utah.gov/aau/>
- If you're having any problems connecting to ADOBE, please use the link to the UEN Live Recording for better audio.
 - <http://uvc.uen.net/videos/channel/78/>

AGENDA

- Welcome
- Future AD Meetings
- SAGE Results 2015
- Accountability 2015
- Adventures in Accountability
- Utah Compose Updates
- Formative Workshops
- Principal's Assessment & Accountability Workshop
- Course Code Update
- SAGE Interim FAQ's
- Assessment to Achievement Information
- K-3 Reading Achievements Program Updates



- # Welcome

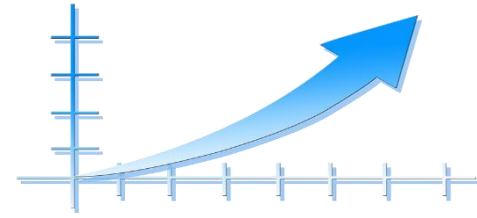
- ## Future Assessment Director's Meetings:

<u>AD MEETINGS - Basement West (USOE)</u>	<u>Time</u>
September 17, 2015 - WEBINAR	9:00-11:00
October 15, 2015 - <u>CANCELLED DUE TO UEA</u>	9:00-11:00
November 19, 2015	9:00-11:00
December 17, 2015	9:00-11:00
January 21, 2016	9:00-11:00
February 18, 2016	9:00-11:00
March 17, 2016	9:00-11:00
April 21, 2016	9:00-11:00
May 19, 2016	9:00-11:00
June 16, 2016	9:00-11:00

SAGE Results 2015

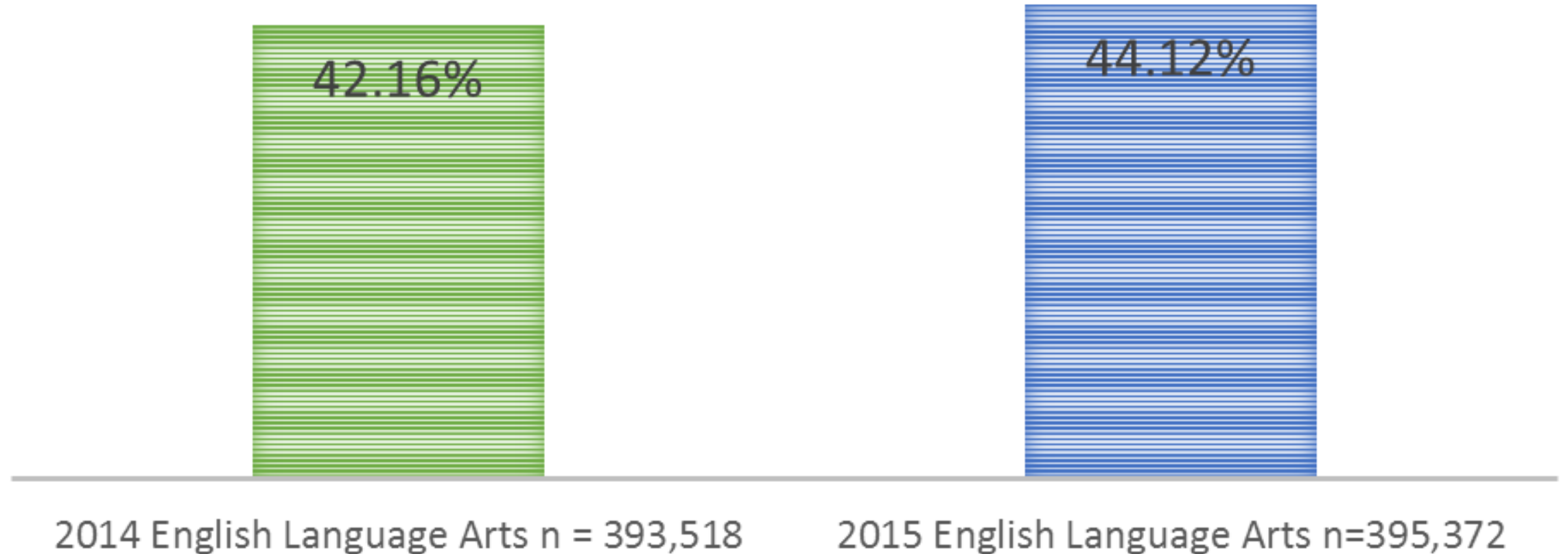


Student performance much improved the second year of SAGE Assessments



- All three areas of English Language Arts/Literacy, Mathematics and Science displayed improvement;
- The numbers show that without a doubt, Utah students are making good progress;
- The gains are the result of hard work by teachers, administrators, and our students with the support of parents, community members and education partners;
- In addition and especially impressive; more students than ever participated in testing. Typically scores for large scale assessments decrease with the addition of students;
- Large gains were seen in Secondary Math courses as more students are enrolled in prescribed course taking patterns.

ENGLISH LANGUAGE ARTS/LITERACY



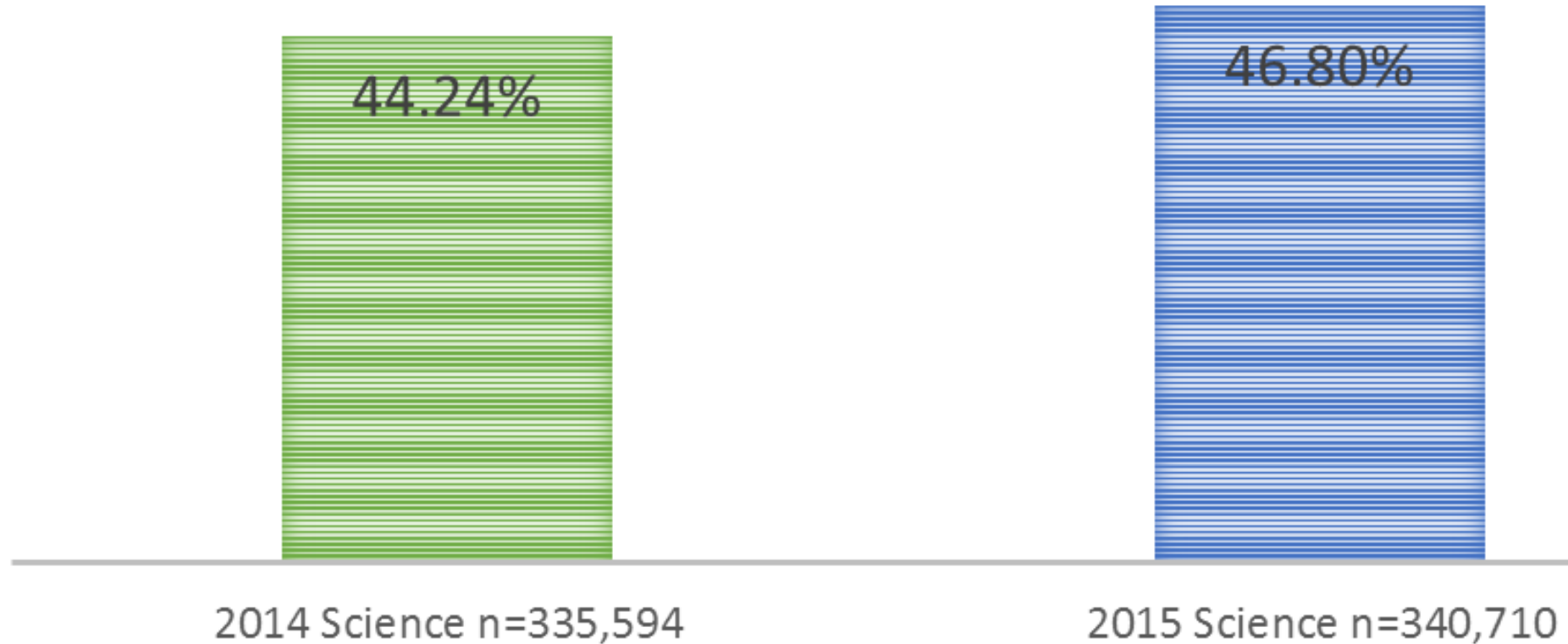
4.65% change from 2014 to 2015 with an **additional** 1,854 students tested

MATHEMATICS



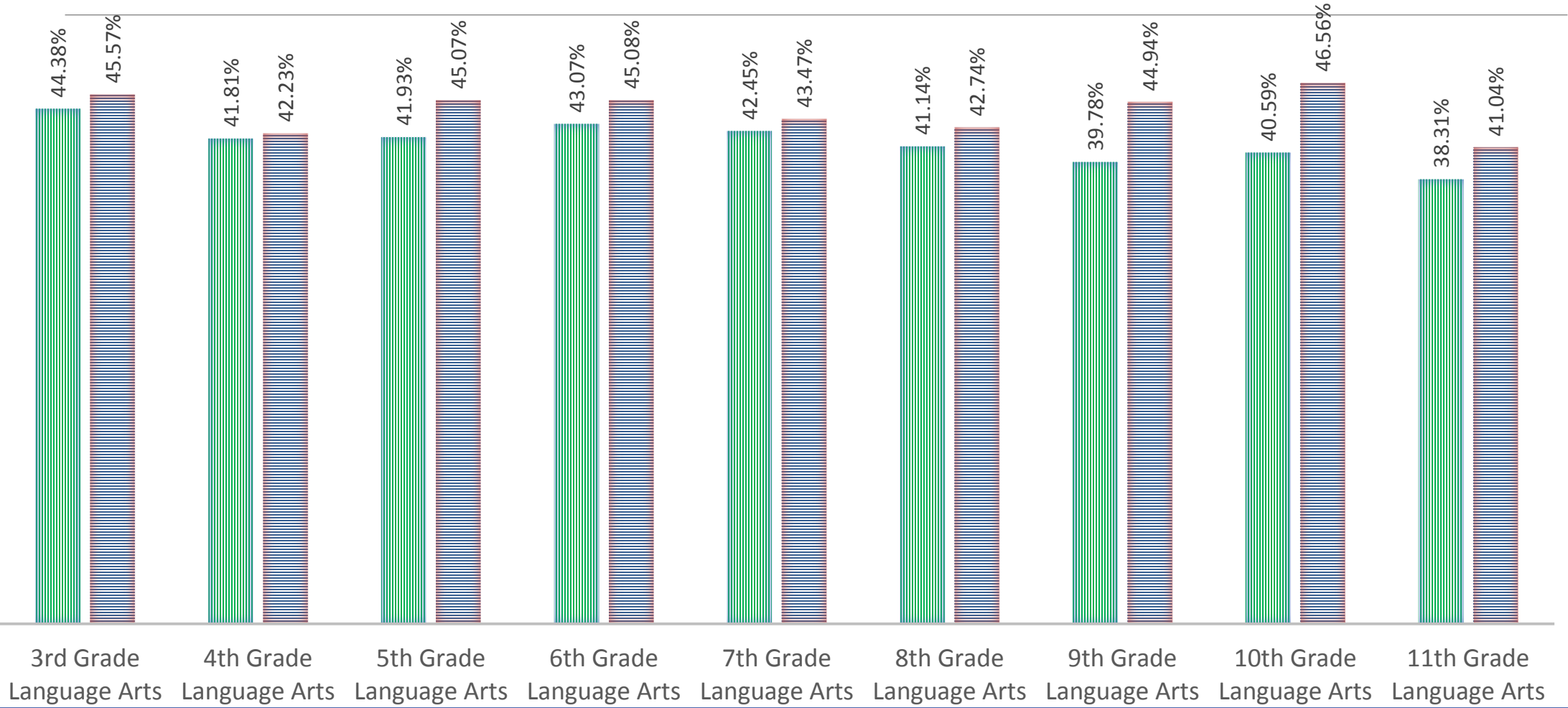
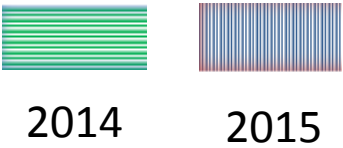
13.75% change from 2014 to 2015 with an additional 15,119 students tested

SCIENCE



5.79% change from 2014 to 2015 with an additional 5,116 students tested

ENGLISH LANGUAGE ARTS/LITERACY

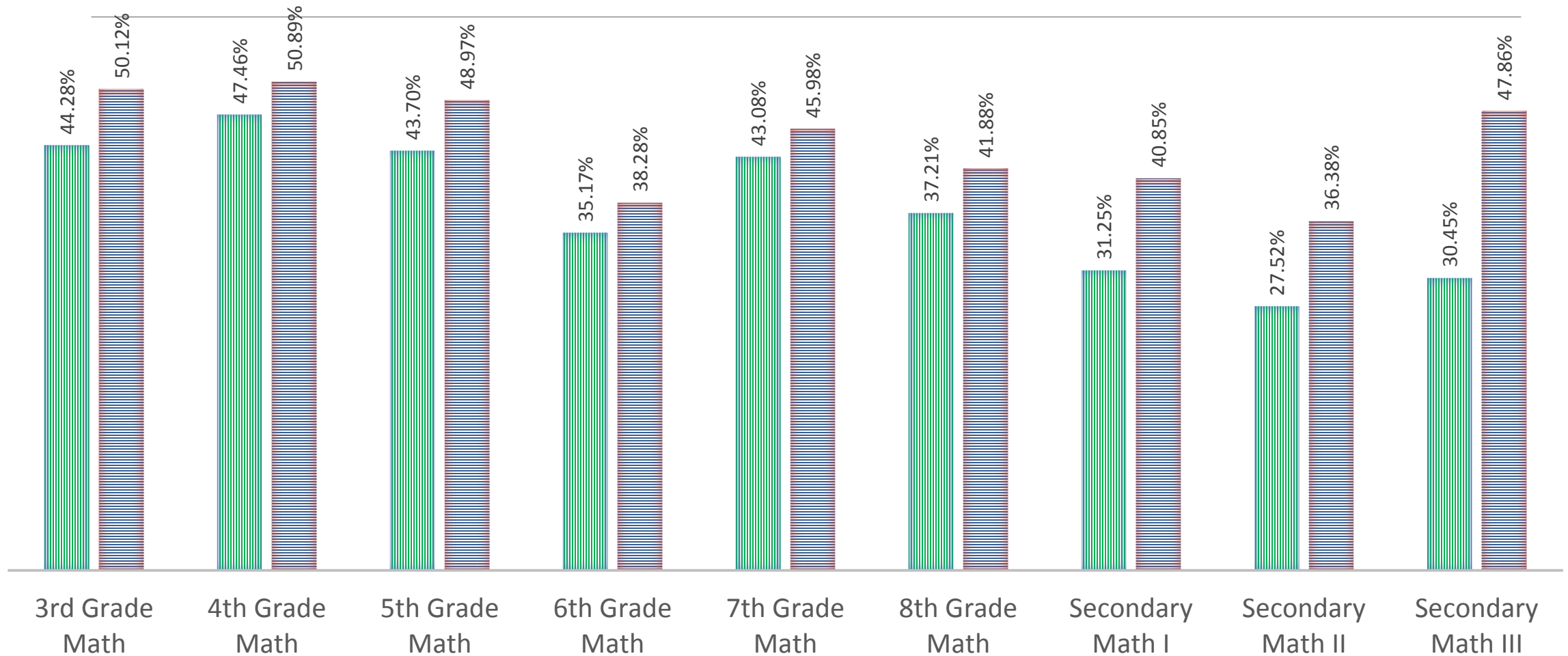


MATHEMATICS



2014

2015

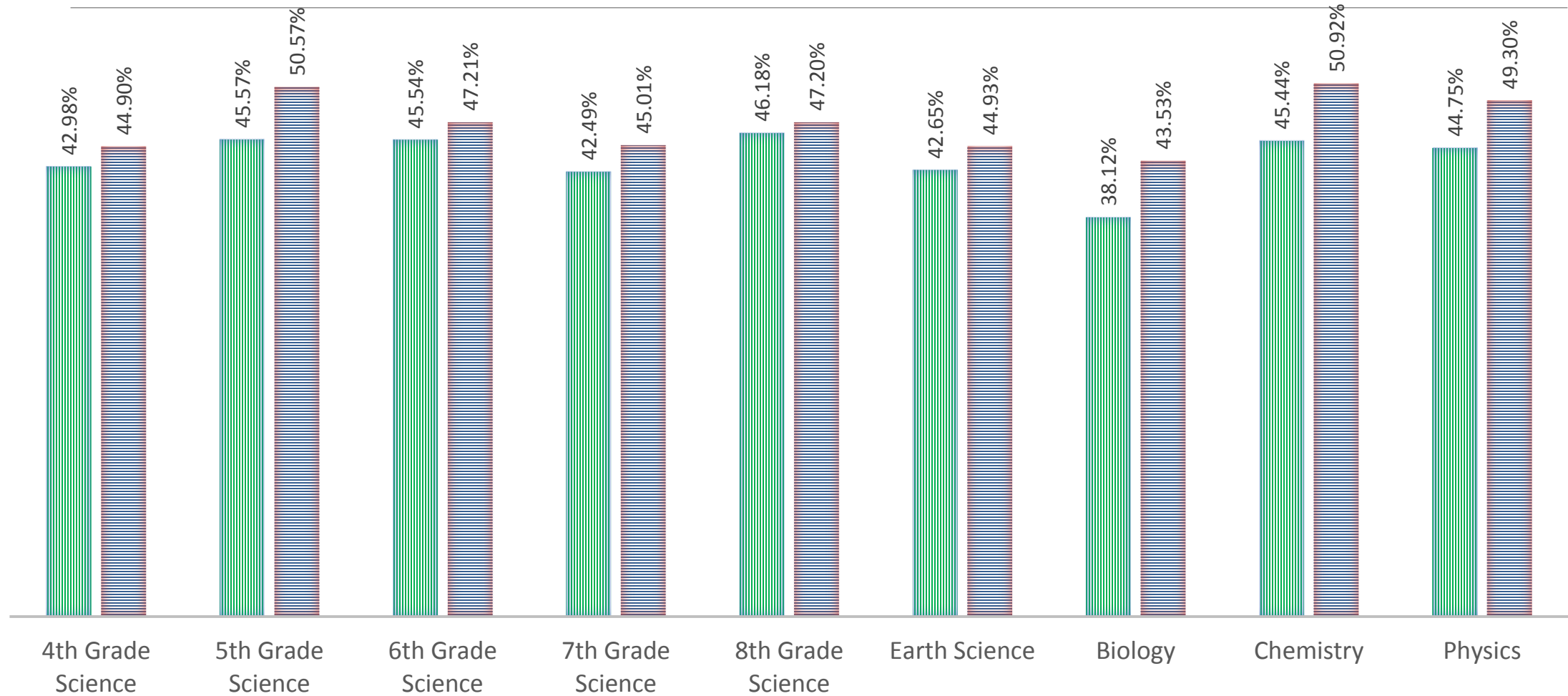


SCIENCE

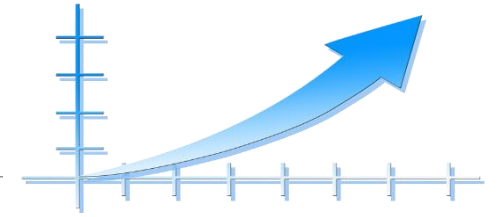


2014

2015



What factors contributed to the gains?



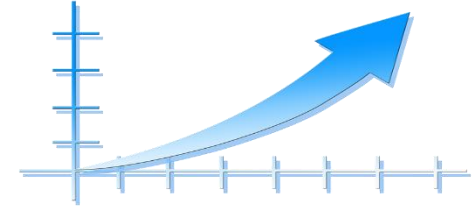
Teachers continue to focus on the standards with new and innovative strategies, as this is the best approach for student mastery of skills and knowledge;

As students become more familiar with the technology and question types, results are a better reflection of their true abilities;

True knowledge is more completely tested when students don't just pick from four answers, but can drag and drop, graph, calculate, construct short answers, pick multiple answers, formulate essays etc. with questions matched to their ability level;

As students have been learning from the new core over time, skills and knowledge have also increased.

How do we compare nation wide?



Based on a report conducted by Achieve.org , looking at “disparities between state tests and the 2013 National Assessment of Educational Progress (NAEP), It was found that:

- Over 50% of states’ show large discrepancies between their state tests and NAEP results, most were greater than 30 points.
- Too many states are saying students are “proficient” when they are not actually well prepared.
- However, Utah is one of six states (along with New York, Wisconsin, Alabama, Massachusetts, and Minnesota) to appear on the report’s “Truth Teller” list in both fourth grade reading and eighth grade math. **This means that what Utah considers proficient in reading and math is also what NAEP considers proficient in reading and math.**
- The report not only includes data for 2013-14, but also 2012-13. For Utah, the “honesty gap” in fourth grade reading narrowed from 41 points to 5 points with the implementation of SAGE and the eighth grade math gap narrowed from 38 points to 2 points in those two years.
- For more information: <http://www.achieve.org/files/NAEPBriefFINAL051415.pdf>

Accountability 2015

- SCHOOL FEDERAL ACCOUNTABILITY REPORTS
- PACE
- GRADING UTAH SCHOOLS



- **School Federal Accountability Reports (SFAR)**
 - Uses both Achievement and Growth to determine an overall school score up to 600 points.
 - Uses SAGE ELA Literacy, Math, and Science grades 3-11.
- **PACE (Prepare, Access, Complete, Economic Success)**
 - Governor's Report Card
 - Based on Prosperity 20/20 plan and vision
 - Reports on:
 - 3rd Grade Reading, Math; 6th Grade Reading, Math; 8th Grade Reading and Math;
 - Graduation, ACT composite of 18+, College Credit Earned and Gives a school "snapshot"
- **Grading Utah Schools**
 - Uses both Achievement and Growth to determine an overall school score.
 - Graduation
 - % of students meeting all four ACT college and Career Ready Benchmarks



Student Test Results

- All data reporting is in compliance with The Family Educational Rights and Privacy Act (FERPA) which is a federal law that protects students' privacy by prohibiting disclosure of education records without adult consent.

- Raw results

- Immediate results are available to students and teachers through the Online Reporting System as soon as a test is complete and can be shared with parents.

- Public Data Gateway

- Assessment and Accountability data can be viewed publically at the school, district, and state levels. SAGE overall school scores can be viewed in aggregate and by subgroups in late August and Accountability mid September.

- Secure Data Gateway

- These data are available for educators, administrators and others with a vested educational interest to view test results by district, school, class, subgroups, etc.

- Accountability

- For school accountability purposes, there is a requirement of testing 95% of all students enrolled at their school at the time of test administration. Students whose parents opt them out of testing will not be counted as a participant in the State's School Grading accountability system, however, they are counted as a participant under the federal UCAS system. Only students who were present for 160 days of instruction are included in the calculations.

<http://schools.utah.gov/assessment/default.aspx>

Accountability values both growth and proficiency

Proficiency:

- % of students on the path to college and career readiness in:
 - English Language Arts/Literacy
 - Math
 - Science

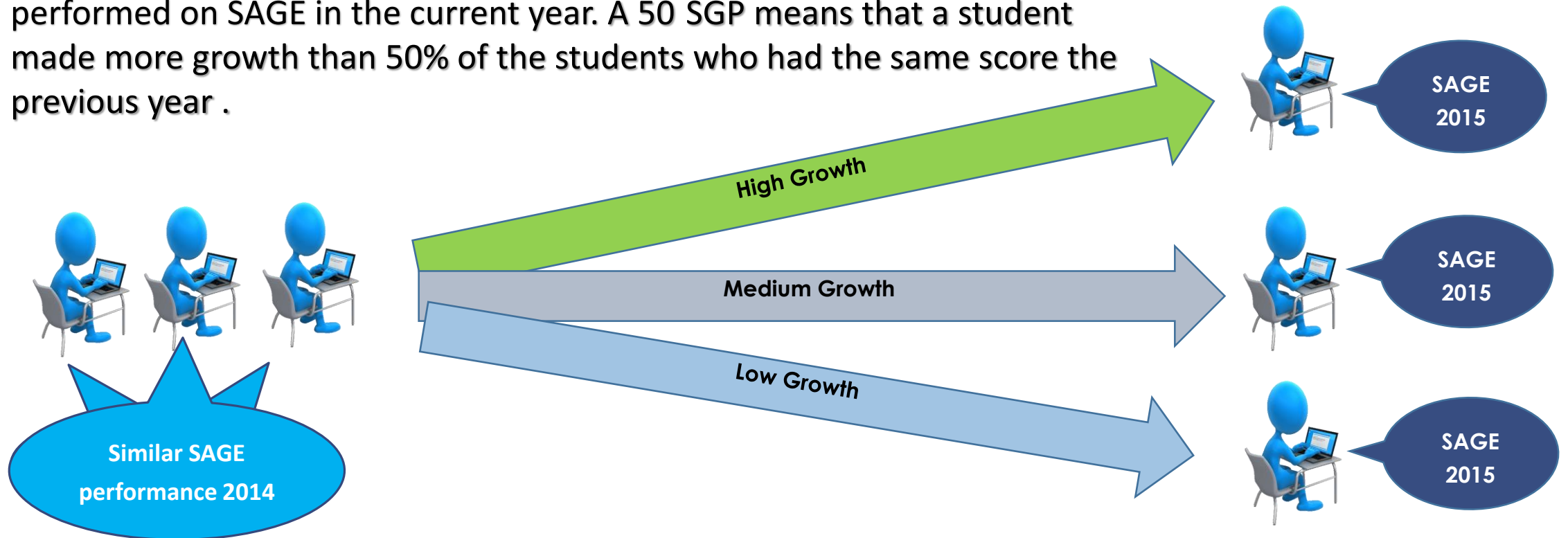
Growth:

- A student's growth indicates how much gain the student made from one year to the next compared to like peers.



How Do We Measure Growth?

USOE uses Student Growth Percentiles (SGP's) to produce measures of academic growth using performance on SAGE last year, 2014, and SAGE this year, 2015. The growth calculation identifies an “academic peer group” of students who performed at the same level in the prior year, and then produces a growth score depending on how those students performed on SAGE in the current year. A 50 SGP means that a student made more growth than 50% of the students who had the same score the previous year .



SFAR

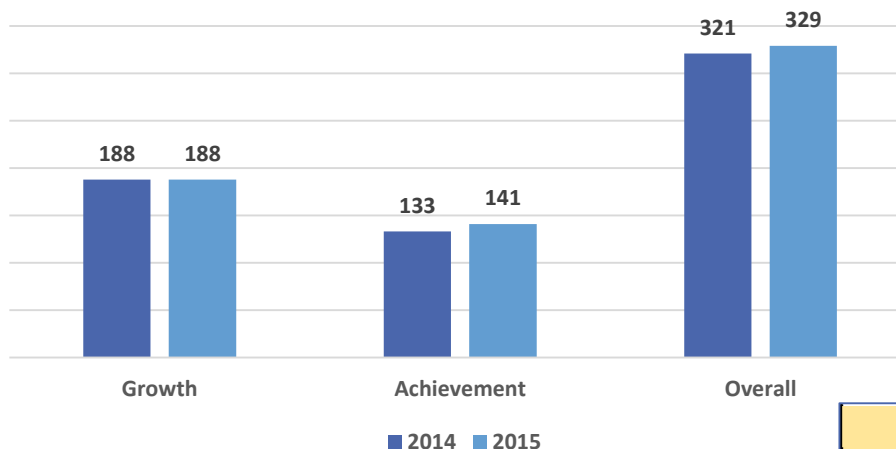
Elements:

- ✓ Proficiency
- ✓ Growth
- ✓ College and Career Ready for HS

Participation:

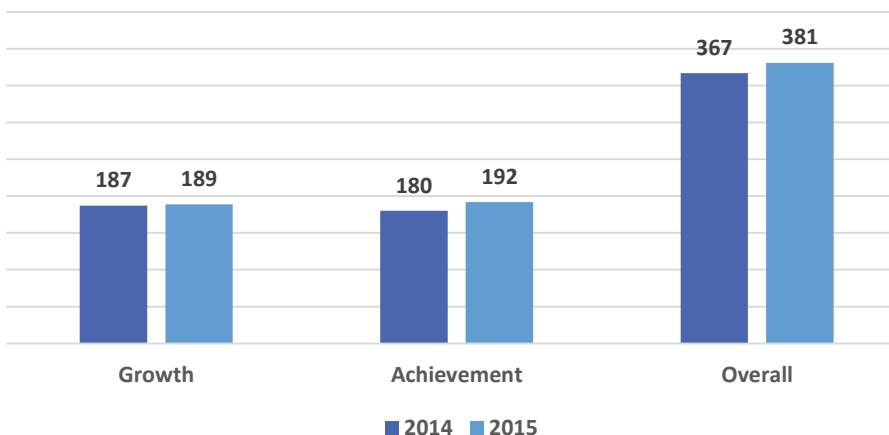
- ❖ All Students (% expected to test who actually took a test).
- ❖ BP Below Proficient (% below proficient the previous year, expected to test who actually took a test).
- ❖ At least 40 tests are needed to complete either calculation.
- ❖ If you fail either all students or below proficient participation school receives an overall score of zero. As this is a federal accountability, opt out tests do count.

Grade 3-8 Federal Accountability Reports (SFAR)
2014 and 2015 Average Points Earned



Largest increases in total Points			
Elem	Dugway School	Tooele District	187 points
High	Panguitch High	Garfield District	118 points
Largest Gains in Growth			
Elem	Dugway School	Tooele District	158 points
High	Tabiona High	Duchesne	151 points

High School Federal Accountability Reports (SFAR)
2014 and 2015 Average Points Earned



What is PACE and how does it inform a school's continual improvement process?

Elementary
K-6

Middle
7-8

High
9-12



GOVERNOR'S EDUCATION PLAN

On
PACE
to 66% by 2020

Governor Herbert has an integrated 10-year plan for education and economic development. The plan leads us to achieving our state goal that 66% of all working-age Utahns will hold a post-secondary degree or certificate by 2020.

Utah is on PACE to achieve that goal . . .

P

Prepare
Young
Learners

A

Access for
All Students

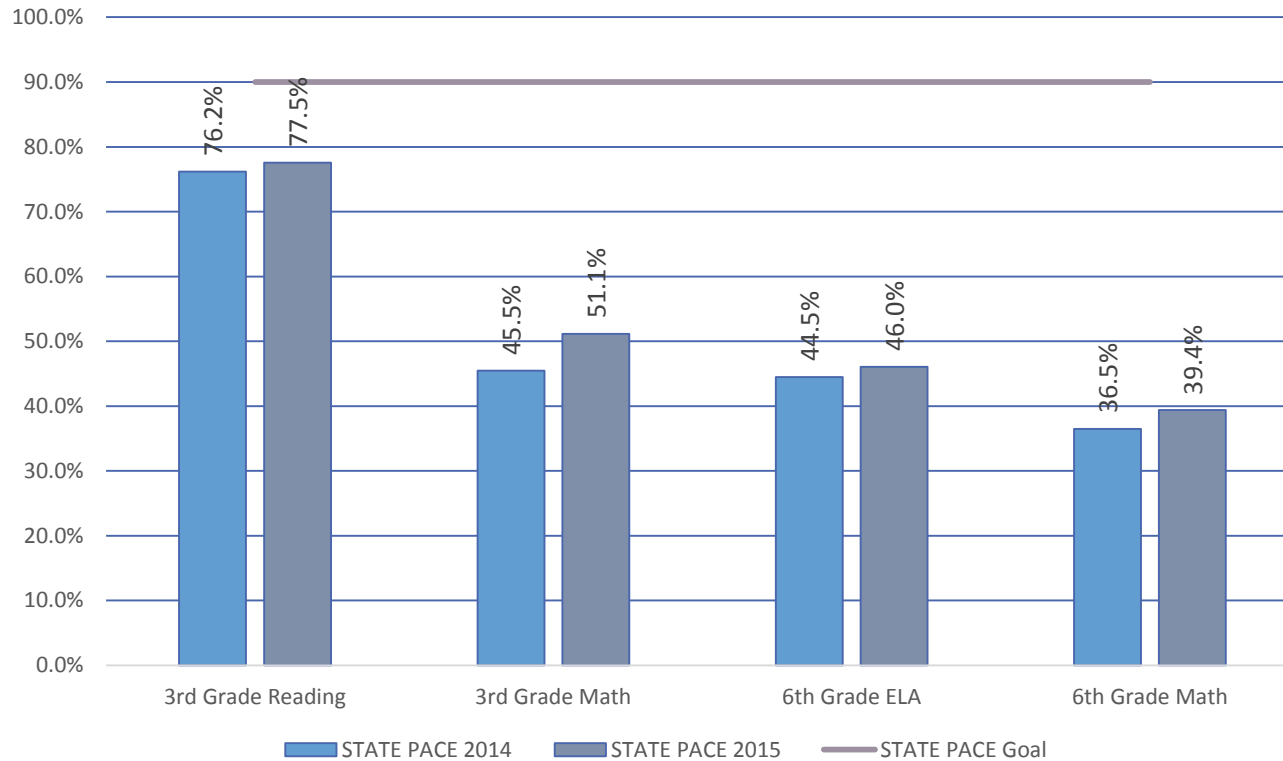
C

Complete
Certificates
and
Degrees

E

Economic
Success

Elementary PACE Statewide Averages



Elementary

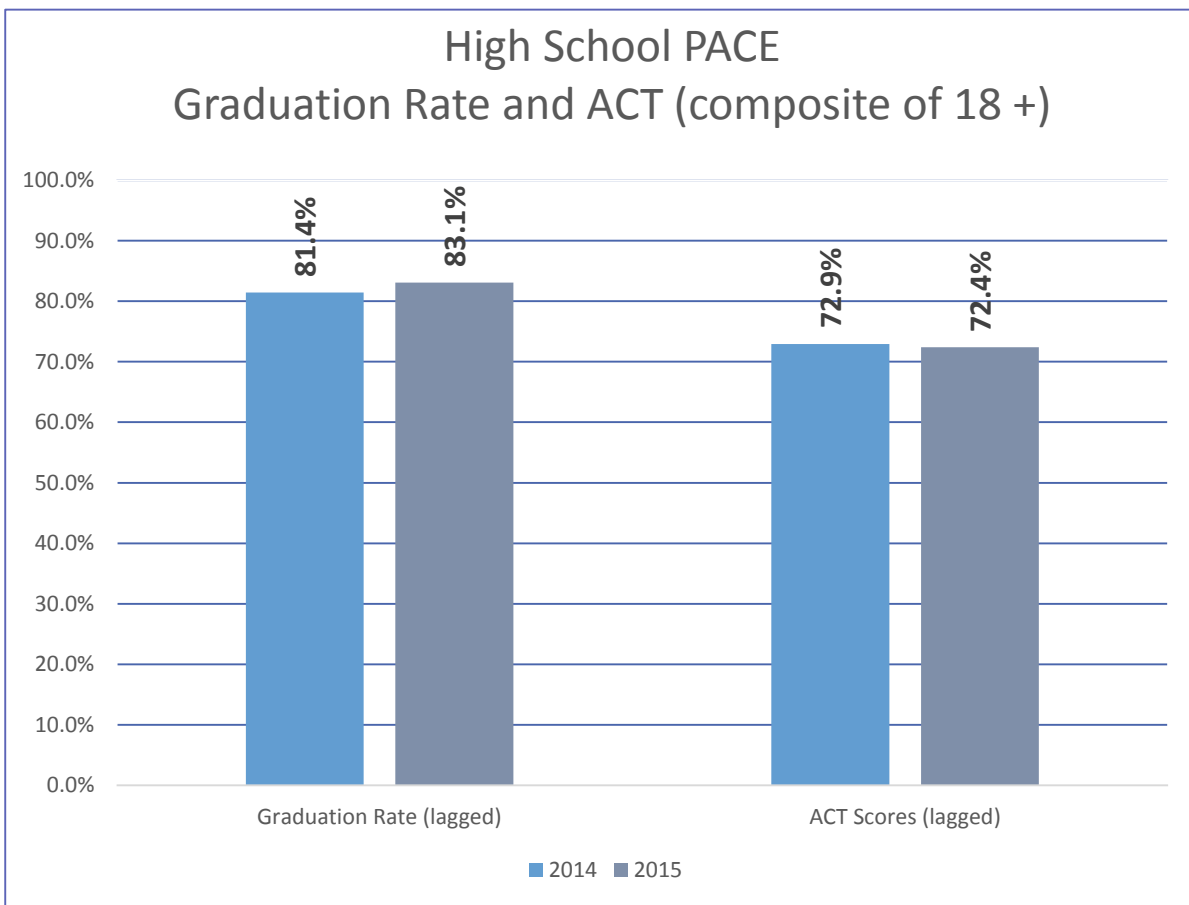
K-6 Indicators:

- 3rd Grade Reading Proficiency (DIBELS)
- 3rd Grade Math Proficiency (SAGE)
- 6th Grade Reading Proficiency (SAGE)
- 6th Grade Math Proficiency (SAGE)
- School Demographics
- Percent Proficient Grades 3-6 (SAGE)
- Student Group Percent Proficient
- School Snapshot
- Reading Proficiency Goals and Math Proficiency Goals are 90%

High

9-12 Indicators:

- Graduation Rate
- ACT
 - % reaching composite of 18
- School Demographics
- College Credit Earned
 - % of students enrolled in a minimum of 1 credit for grades 11 & 12
 - Concurrent Enrollment
 - Advanced Placement
 - CTE courses
 - International Baccalaureate
- Academics
 - SAGE English Language Arts
 - SAGE Math
 - SAGE Science
- Student Group Percent Proficient
- School Snapshot



Grading Schools

11 Elements:

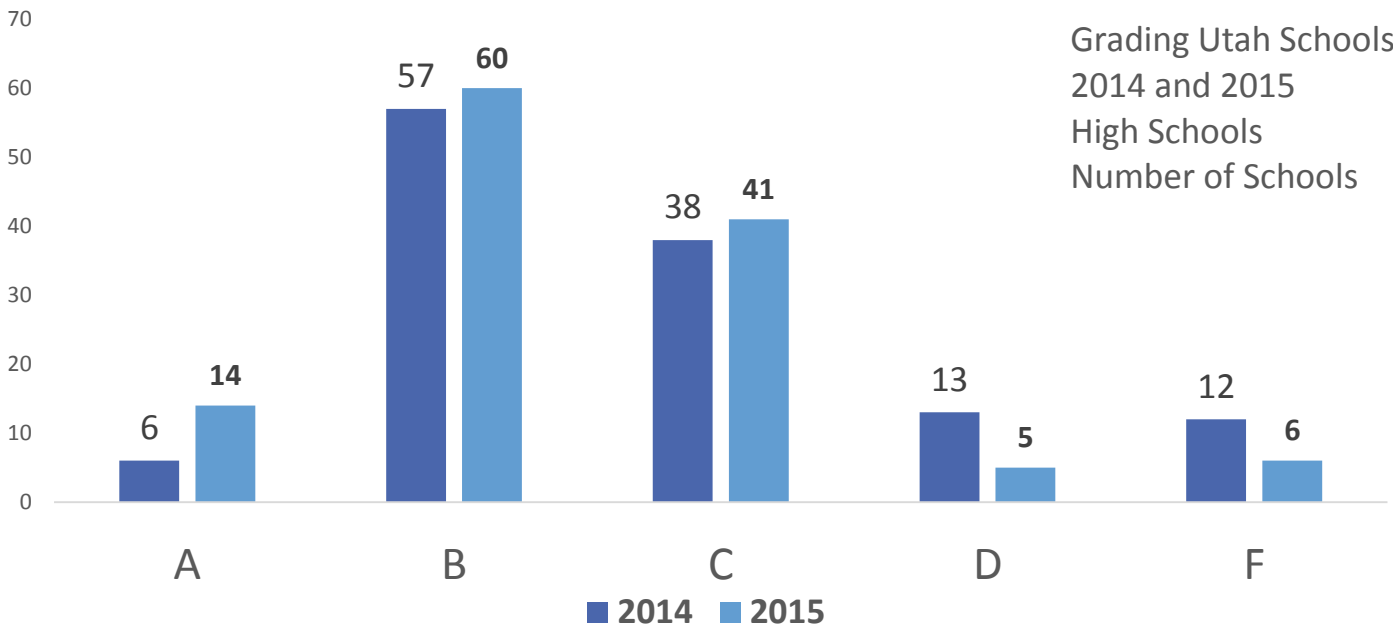
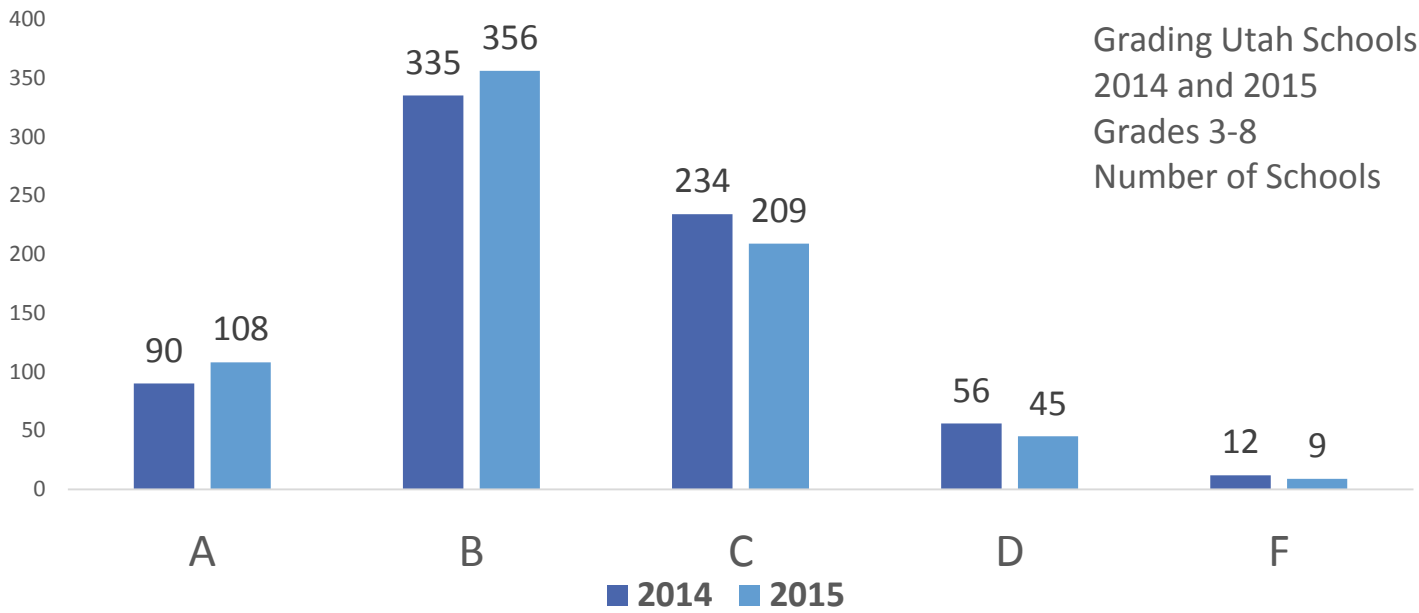
- ✓ Proficiency
- ✓ Growth
- ✓ College and Career Ready for HS

Participation:

- ❖ All Students (% expected to test who actually took a test).
- ❖ BP Below Proficient (% below proficient the previous year, expected to test who actually took a test).
- ❖ At least 40 tests are needed to complete either calculation. Opt out students not included in calculation.
- ❖ If you fail either all students or below proficient participation, you are docked one letter grade.
- ❖ ACT % meeting all four

ACT % meeting
all four

English = 18
Reading = 22
Math = 22
Science = 23

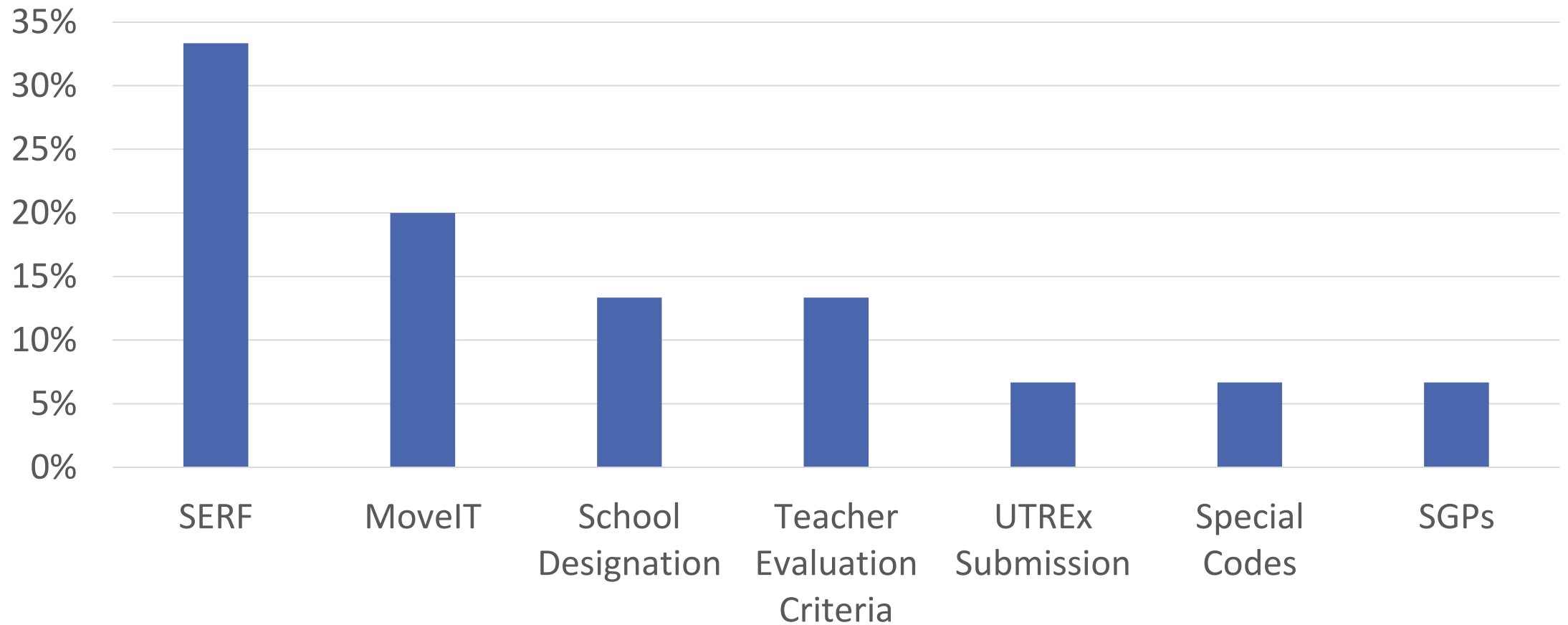


Adventures in Accountability

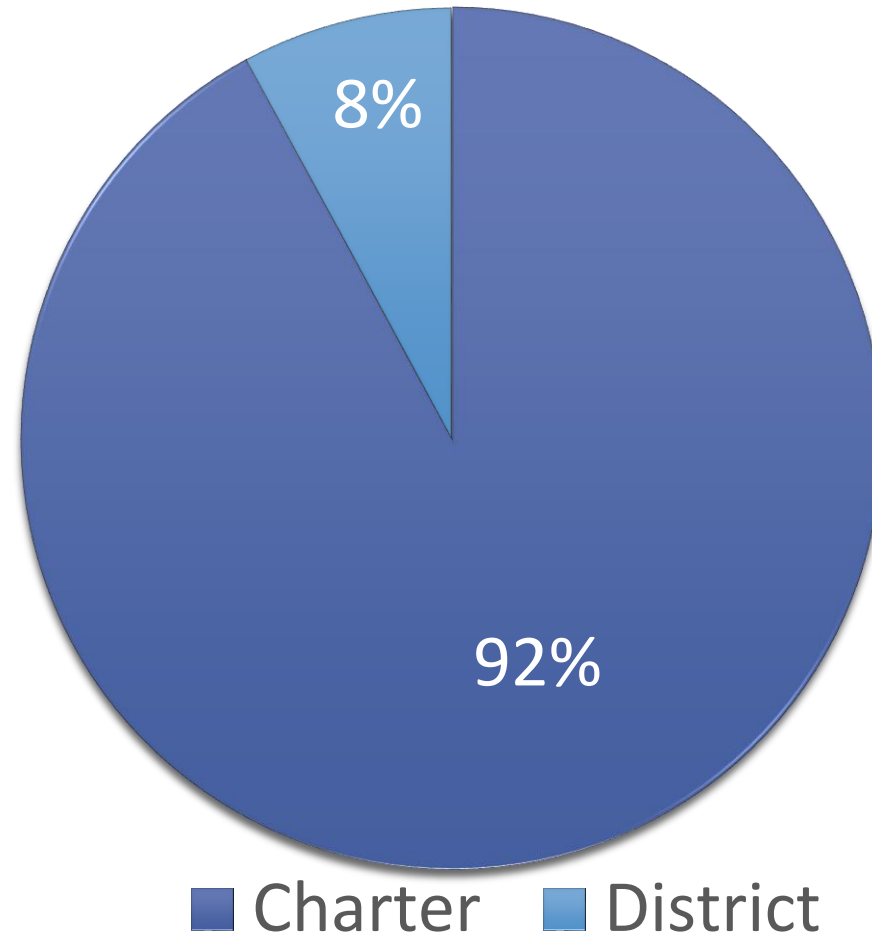
- WHITNEY PHILLIPS



Your 2015 Auditing Questions



2015 Auditing Inquiry Source



Accountability Priorities

1. Technical Manual
2. Accountability/Assessment Trainings
3. Feedback from LEAs about Accounting policy and procedures
4. User-friendly Accountability website

**No one is "too busy"
in this world,
It's all about
priorities.**

Lessons Learned In Life

Technical Manual

<http://www.schools.utah.gov/assessment/Accountability/TechnicalManual.aspx>

- Who has looked at this document...Anyone...Anyone?
- What is missing?
- What is unclear?
- Email me



Trainings

- Assessment and Accountability
- Training for Principals
- OnTrack Course #62507

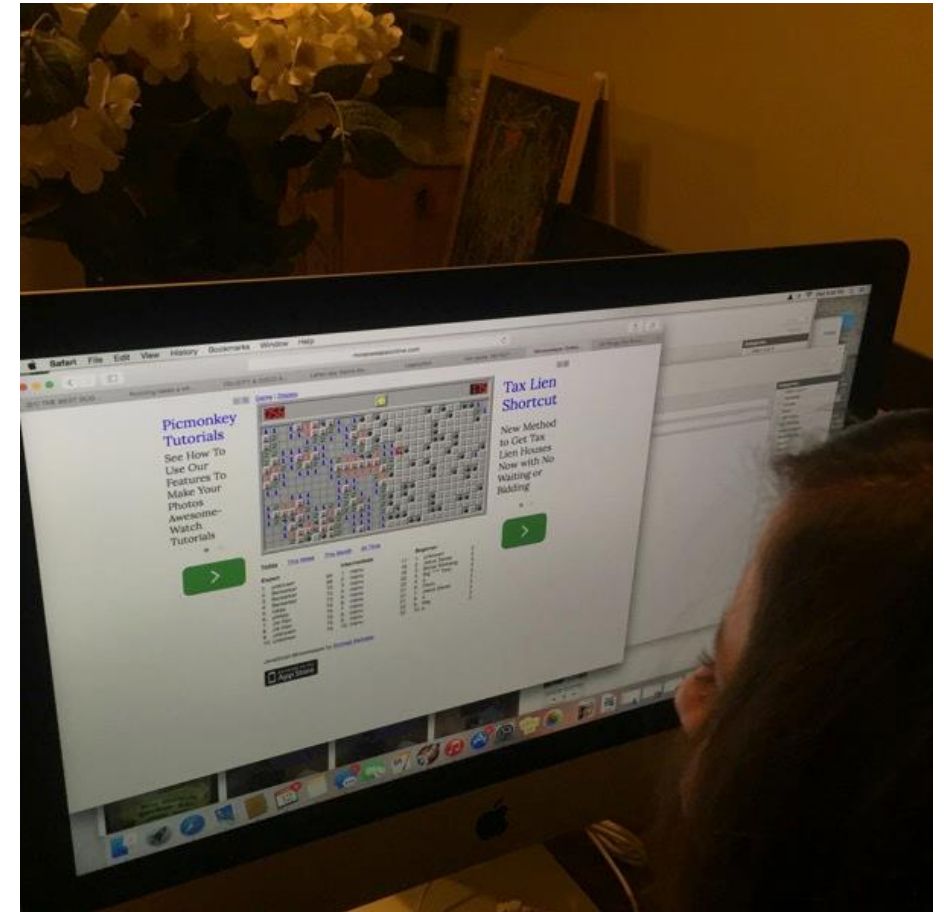
Date	Location
Sept. 15, 2015	Tooele
Sept. 23, 2015	Box Elder
Sept. 24, 2015	Wasatch
Sept. 30, 2015	Jordan
Nov. 12, 2015	Grand
Nov. 18, 2015	Provo
Dec. 1, 2015	Washington
Dec. 2, 2015	Iron
Dec. 3, 2015	Sevier
Dec. 10, 2015	Alpine

Feedback from LEAs

- More Transparency
- Special Code Process
- Definition of FAY

User-friendly Accountability Website

- Not yet addressed yet; I've been busy!



Q&A Time

- Who is the architect?



Utah Compose Updates

Julie Quinn



Upload Issues

To protect student data, the UTREx upload between USOE and Utah Compose is now performed on a web service.

ANY teacher who did not log into Utah Compose last year MUST register as a new user.



The screenshot shows the Utah Compose login interface. At the top is a dark green header with the Utah Compose logo and the text "FORMATIVE WRITING TOOL". Below the header is a white "Sign In" form. The form contains a "User Name:" label, a yellow input field, a "Password:" label, a yellow input field with masked characters, a "Forgot your password?" link, and a "Sign In" button. Below the form, there is a link "Don't have an account?" and a "Teacher Sign-up" link. A large red arrow points to the "Teacher Sign-up" link.

UTAH COMPOSE
FORMATIVE WRITING TOOL

Sign In

User Name:

Password:

Forgot your password?

Sign In


Don't have an account?

Teacher Sign-up

Upload Issues

Teachers will need their SSN, their CACTUS ID, and a calculator.

They will have to complete the multiplication function on their SSN as part of the registration process.



Teacher Sign-up

Enter your information in the fields below to create a new teacher account.

* - Denotes a required field.

Teacher Information

Cactus ID*

First Name*

Last Name*

Email Address*

Phone Number

Social Security Number Product*

This number is calculated by multiplying all the non-zero digits of your Social Security number.

For example if your Social Security number is **111-22-0333** you would multiply $1 \times 1 \times 1 \times 2 \times 2 \times 3 \times 3 \times 3$ and enter **108** in the field.


Birthday*

January ▼

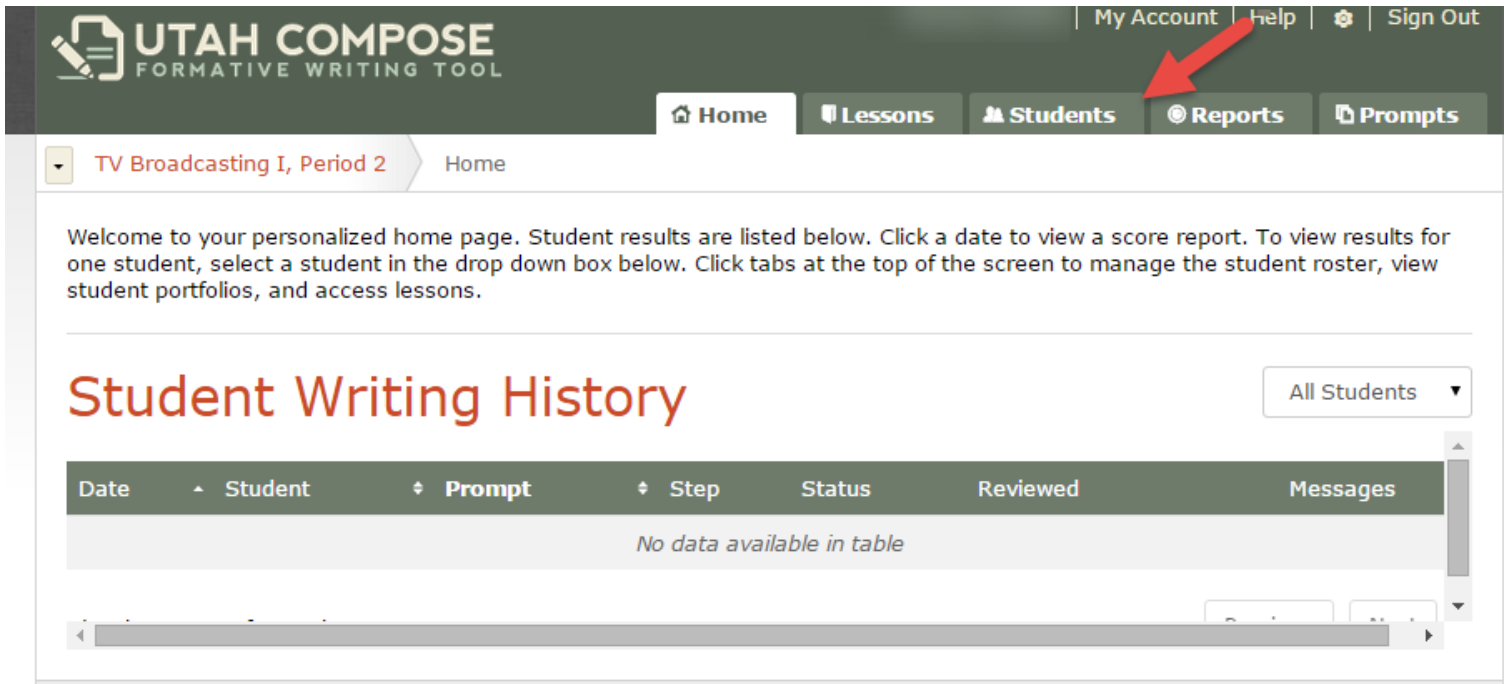
1 ▼

Gender*

Undeclared ▼



Student Accounts



UTAH COMPOSE
FORMATIVE WRITING TOOL

My Account | Help | Sign Out

Home Lessons Students Reports Prompts

TV Broadcasting I, Period 2 Home

Welcome to your personalized home page. Student results are listed below. Click a date to view a score report. To view results for one student, select a student in the drop down box below. Click tabs at the top of the screen to manage the student roster, view student portfolios, and access lessons.

Student Writing History

All Students ▼

Date	Student	Prompt	Step	Status	Reviewed	Messages
No data available in table						

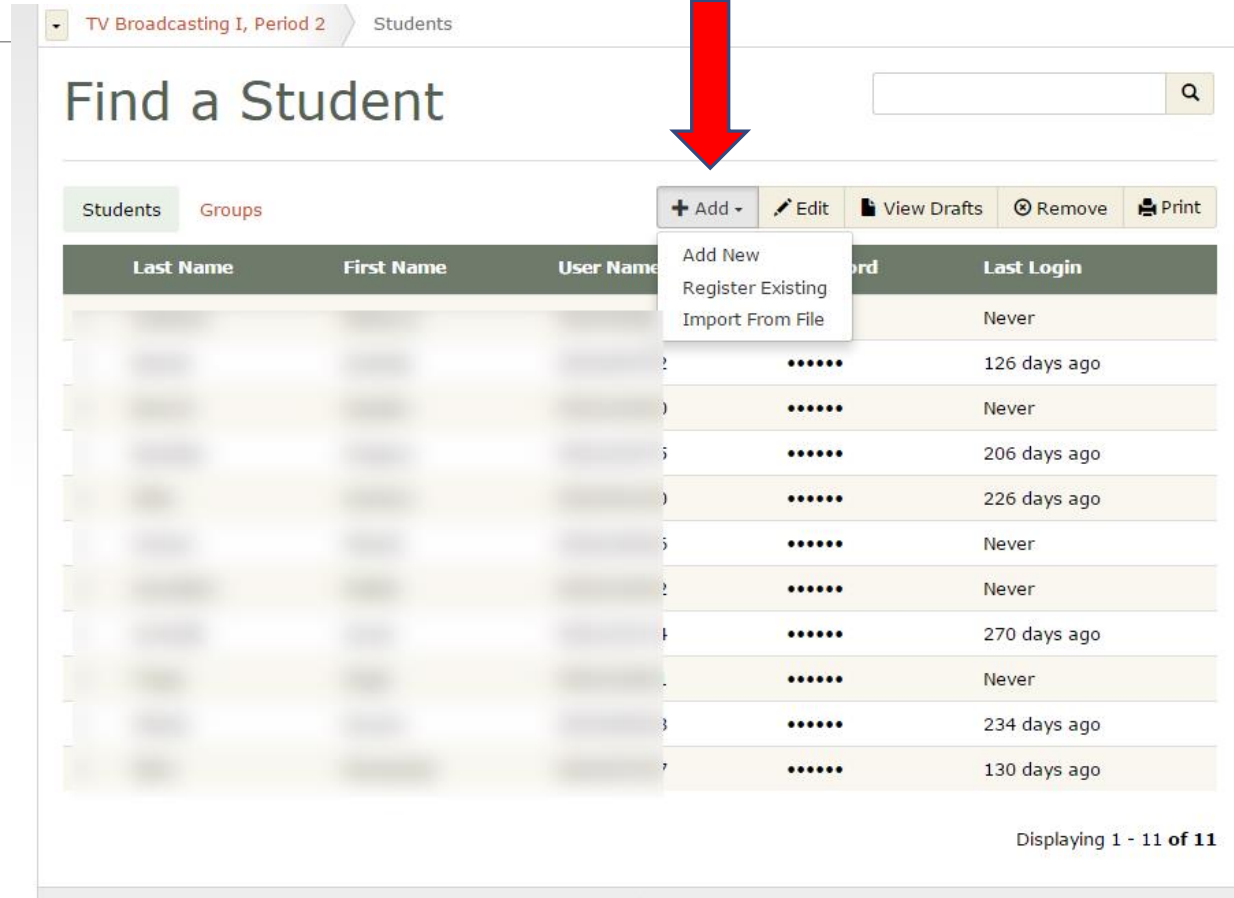
Add all students from the Register Existing Students drop down located under the “Students” tab.

Student Accounts

Please allow the SIS/UTREx upload to add new students.

This process can take 24-48 hours.

Teachers can have new students type essays using Word and then have them copy/paste them into Utah Compose for scoring once they have been added



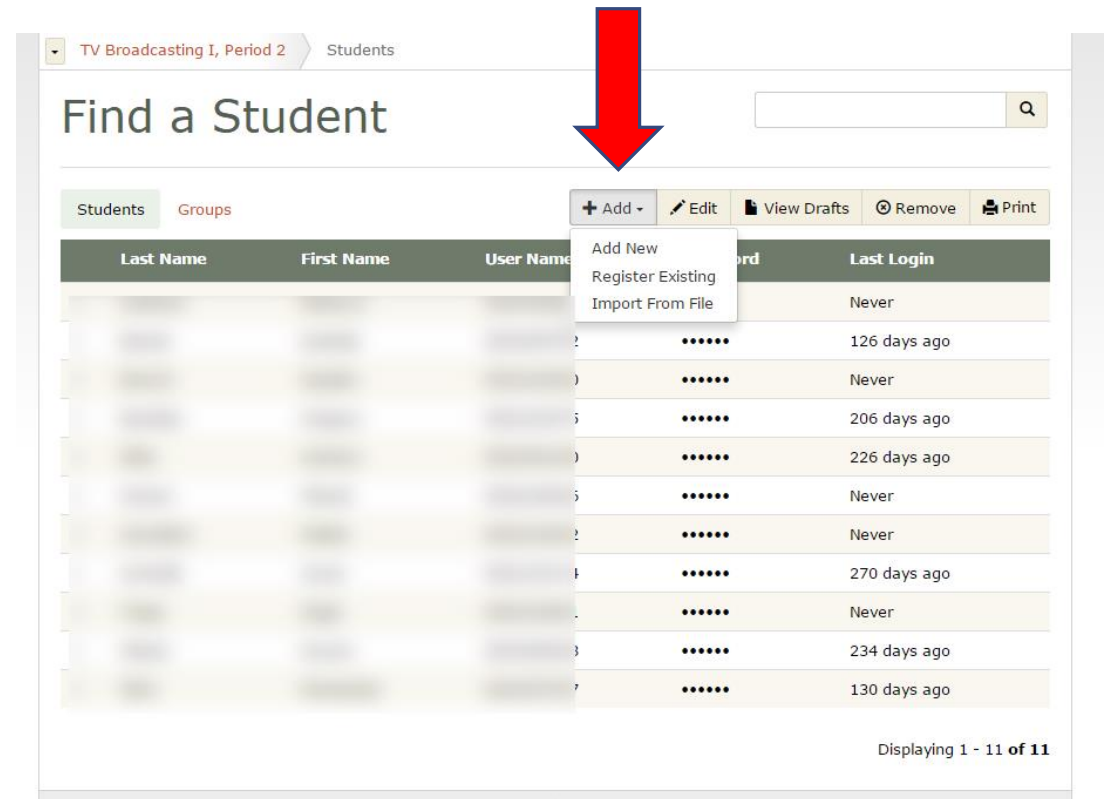
The screenshot shows the 'Find a Student' interface. At the top, there is a breadcrumb trail: 'TV Broadcasting I, Period 2' > 'Students'. Below this is a search bar with a magnifying glass icon. The main content area has two tabs: 'Students' (active) and 'Groups'. To the right of the tabs are five buttons: '+ Add', 'Edit', 'View Drafts', 'Remove', and 'Print'. A red arrow points to the '+ Add' button, which has a dropdown menu open showing three options: 'Add New', 'Register Existing', and 'Import From File'. Below the buttons is a table with the following columns: 'Last Name', 'First Name', 'User Name', 'Word', and 'Last Login'. The table contains 11 rows of student data. At the bottom right, it says 'Displaying 1 - 11 of 11'.

Last Name	First Name	User Name	Word	Last Login
				Never
			126 days ago
			Never
			206 days ago
			226 days ago
			Never
			Never
			270 days ago
			Never
			234 days ago
			130 days ago

Student Accounts

For teachers with multiple-grade classes, the grade level with the most students will auto-load. For example, if a teacher has 14 eighth graders and only 11 ninth graders, the eighth graders will be listed.

The teacher will need to go to “Add Students—Register Existing Students” and add the ninth graders to the course.



The screenshot shows the 'Find a Student' interface for the course 'TV Broadcasting I, Period 2'. A red arrow points to the '+ Add' button, which has a dropdown menu open. The dropdown menu contains three options: 'Add New', 'Register Existing', and 'Import From File'. The main table below the dropdown has columns for 'Last Name', 'First Name', 'User Name', 'Email', and 'Last Login'. The table displays a list of students, with the first row showing 'Never' for the last login, and subsequent rows showing dates like '126 days ago', 'Never', '206 days ago', '226 days ago', 'Never', 'Never', '270 days ago', 'Never', '234 days ago', and '130 days ago'. The bottom right corner of the interface indicates 'Displaying 1 - 11 of 11'.

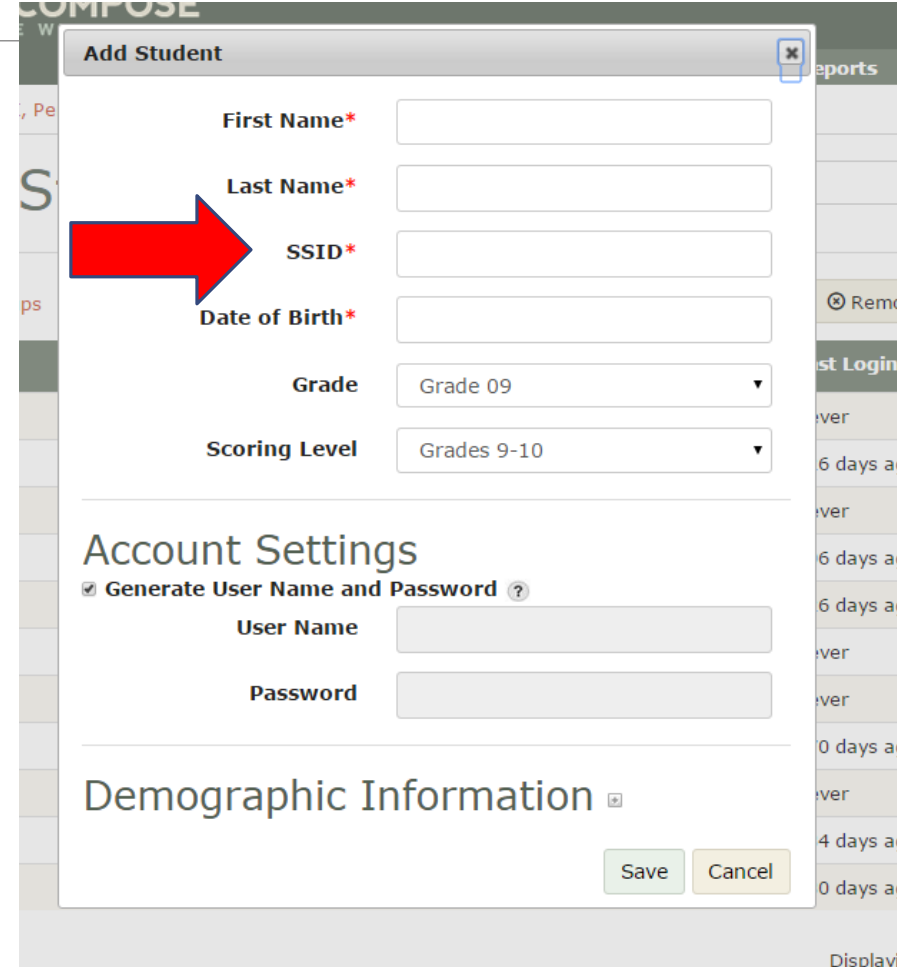
Last Name	First Name	User Name	Email	Last Login
				Never
				126 days ago
				Never
				206 days ago
				226 days ago
				Never
				Never
				270 days ago
				Never
				234 days ago
				130 days ago

Student Accounts

The ability for teachers to add new students will be disabled to allow SIS/UTREx load students.

Teachers have added students without using SSID numbers or without adding in the needed leading zeroes.

Student accounts are orphaned if student data is not entered correctly.



The screenshot shows a web-based form titled "Add Student" with a close button in the top right corner. The form is divided into several sections:

- Personal Information:** Fields for "First Name*", "Last Name*", "SSID*", and "Date of Birth*", each with a corresponding text input box. A large red arrow points to the "SSID*" field.
- Academic Information:** Fields for "Grade" (with a dropdown menu showing "Grade 09") and "Scoring Level" (with a dropdown menu showing "Grades 9-10").
- Account Settings:** A section with a checked checkbox labeled "Generate User Name and Password" and a help icon. Below it are input fields for "User Name" and "Password".
- Demographic Information:** A section header at the bottom of the form.

At the bottom right of the form are "Save" and "Cancel" buttons. The background of the interface shows a sidebar with various menu items and a list of reports on the right.

Formative Workshops

Julie Quinn



Utah Compose

Grade 3-12 teachers: If you've never used online essay scoring or want a refresher course in implementing online writing scoring **to improve writing in any content area**, this hands-on session is for you. Topics presented will focus on the features, functions, and new enhancements of Utah Compose. Be prepared to review example student responses and examine writing as a student metacognitive process in every content area. We will discuss how tracking student writing progress improves student attitudes towards editing and revision and **ways to develop a coherent writing program in schools that support writing literacy across the curriculum**. Please note: This is a computer-based training. Please bring your own device that supports computer-based writing.

Date	Training	Location	OnTrack Course #
Sept. 22, 2015	State Library	Salt Lake City	62551
Oct. 6, 2015	UT Compose: System & Writing	Washington	62551
Oct. 8, 2015	UT Compose: System & Writing	Sevier	62551
Oct. 13, 2015	UT Compose: System & Writing	Provo	62551
Oct. 14, 2015	UT Compose: System & Writing	Tooele	62551
Dec. 9, 2015	UT Compose: System & Writing	Granite	62551

Formative Assessment Tools

SAGE Formative: This workshop combines instruction on the basic and advanced features of SAGE Formative. Come prepared for a hands-on experience exploring how using SAGE Formative can help improve student learning in the classroom. Topics presented include an overview of the program's features, building assessments from the item pool, creating resources and assignments, using the simplified item writing tools, creating table match items, building and sharing common assessments, and group assignment sharing. This is a computer-based training. Please bring your own device that supports computer-based writing.

Formative Assessment Tools: Come prepared for a hands-on experience examining the most effective ways to embed formative assessment in your classroom using USOE formative tools including SAGE Formative and UTIPS. Be prepared to learn instructional strategies that will inform and improve student learning in your classroom. Participants need to know how to use SAGE Formative and/or UTIPS prior to this workshop.

Date	Training	Location	OnTrack Course #
Sept. 9, 2015	SAGE Formative	State Library	62550
Oct. 7, 2015	Formative Tools	Washington	62549

Principal's Assessment and Accountability Workshop

Julie Quinn



How do I register?

- Go to OnTrack with your CACTUS number.
- The course number is 62507. If you cannot access OnTrack, please email Emily Sweeten at emily.sweeten@schools.utah.gov to reserve your spot.
- Select the session most convenient for you. Lunch is provided for all-day workshops so we need an accurate count.
- Please note: the locations were selected to provide access to any and all principals in the state. They are not district specific. (Thank you to the districts who volunteered to host!)

What do I need to bring?

- Please bring your laptop (data is easier to access and read) or tablet.
- Make sure you have accessed and logged into the following sites prior to the workshop.
 - Data Gateway (www.schools.utah.gov)
 - SAGE portal (www.sageportal.org)
 - Utah Compose (www.support@utahcompose.com) or contact your assessment director for your administrative access.

Course Code Updates

Julie Quinn

SAGE Interim FAQs

Julie Quinn

Assessment to Achievement Information

Daron Kennett

Utah State Office of Education

ASSESSMENT TO ACHIEVEMENT

Building Capacity for Effective Use of Assessment Data

FOCUSED LEADERSHIP

- ▶ State
- ▶ District
- ▶ School

RELEVANT DATA

- ▶ Assessment
- ▶ Performance Indicators

TARGETED PROFESSIONAL DEVELOPMENT

- ▶ Data Reflection
- ▶ Teacher collaboration
- ▶ Focused faculty meetings

CONTINUOUS COLLABORATION

- ▶ Action Plans
- ▶ Monitoring Progress
- ▶ Increased Capacity

PURPOSE

This professional development (PD) opportunity will focus on effectively using data to improve student achievement. School and district teams will increase their own expertise in analyzing data and then use the analysis to inform instructional and program decisions that positively influence students and schools. The first cohort (45 schools) began in May 2015. The second cohort (45 schools) will begin May 2016. This program will provide a guaranteed two year opportunity with a possible extension up to four years if funding becomes available.

LEARNING

- ▶ **SPRING** Data Reflection
2–4 hours
May 2016
- ▶ **SUMMER** three day PD
May 31–June 2, 2016
June 7–9, 2016
June 14–16, 2016
- ▶ **SCHOOL YEAR** quarterly PD
- ▶ **DISTRICT** PD two days
May 25, 2016
September 7, 2016
- ▶ **SITE VISITS**
Individualized support that will occur between PD experiences

TEAM MEMBERSHIP

- ▶ **School teams** are composed of a school principal plus nine faculty members.
- ▶ **District teams** include five district leaders who specialize in instruction, assessment and data.
- ▶ School and district size may result in smaller teams.

UTAH STATE OFFICE OF EDUCATION
250 East 500 South/P.O. Box 144200
Salt Lake City, Utah 84114-4200

Brad Smith
State Superintendent of Public Instruction

COMMENTS

Assessment to Achievement began the summer of 2015 with 45 schools participating. Participating educators made the following comments:

Honestly, this is the best training I have attended in years!

I'm glad we're doing this!

This process is the next best step in ramping up our PLC process to improve student achievement and increase teacher effectiveness.

Really, I've been involved in education for twenty years and these three days have been perhaps the best I've experienced.

The best PD I've attended in 25 years of teaching.

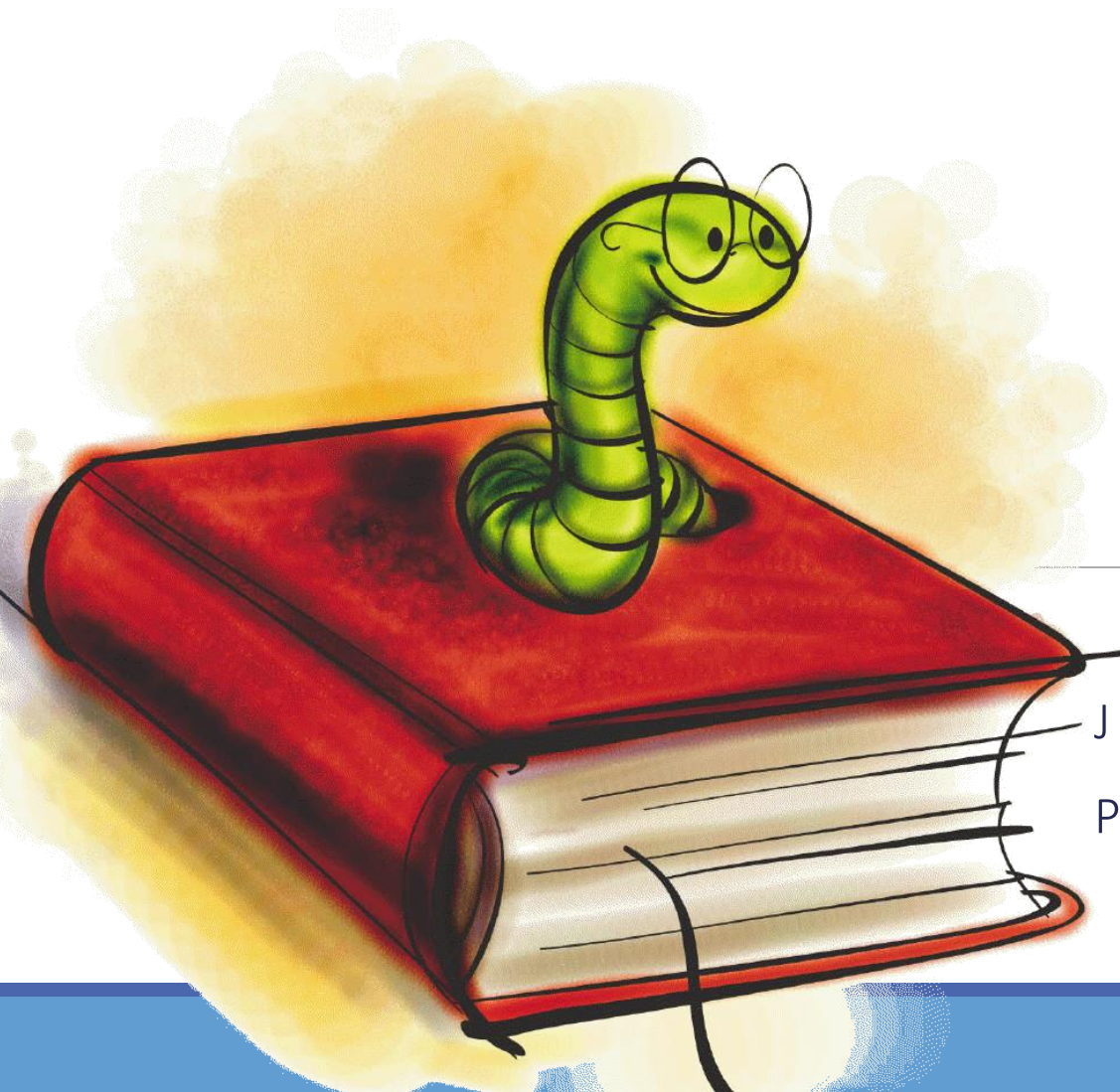
I've needed something like this to help me improve my teaching and my department team.

For more information, please contact:

Daron Kennett 801.538.7819 daron.kennett@schools.utah.gov



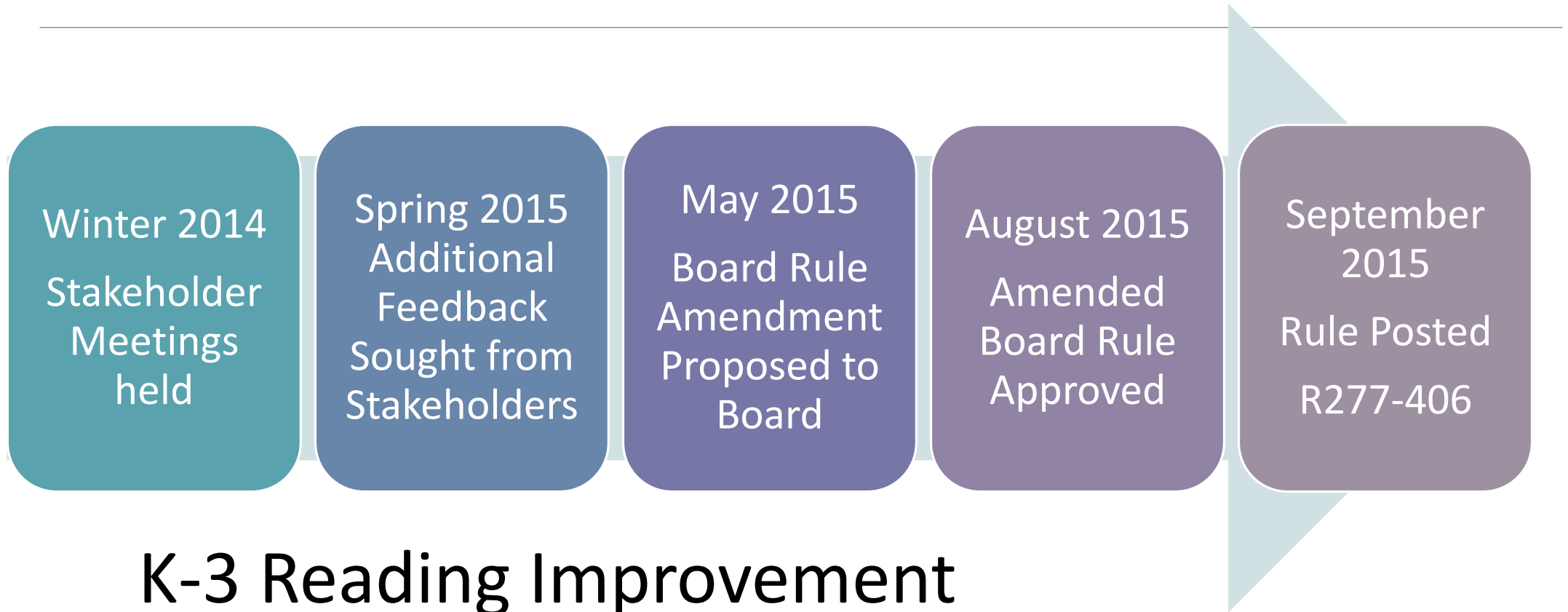
K-3 Reading Achievement Program Updates



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PREK-12 LITERACY & LIBRARY MEDIA COORDINATOR

Uniform Growth Goal (UGG)



Uniform Growth Goal Calculations



FY13-FY15 UGG

% of students who benchmarked on end-of-year DIBELS

UGG Target incrementally raised each year

Held accountable for new group of students each year based on a different cohort of students performance in previous year(s)

Composite score

FY16 UGG

% of students who made typical, above typical, and well-above typical growth

47.83% of students required to show typical or better progress from BOY to EOY

Goal does not increase each year based on performance of previous cohort of students

Composite score

R277-406.3 Board Rule Amendments (Aug '15)

(2) In accordance with Section 53A-17a-150, the uniform standard for a growth goal is that the goal:


(a) signifies the percentage of third grade students who made typical, above typical, or well-above typical progress from the beginning of the year to the end of the year in third grade as measured by the benchmark assessment; and

(b) sets the target percentage of third graders making typical progress or better at 47.83 percent.

(3) The Superintendent shall use the information provided by an LEA described in Subsection R277-406-4(3) to determine the progress of each student in grade 3 within the following categories:

- well-above typical;
- above typical;
- typical;
- below typical; or
- well-below typical.

Pathways of Progress™ Descriptors

Pathway Descriptor	Pathway Number	Progress Descriptor	Progress Percentile Range
	5	WELL ABOVE TYPICAL	80th percentile and above
	4	ABOVE TYPICAL	60th to 79th percentile
	3	TYPICAL	40th to 59th percentile
	2	BELOW TYPICAL	20th to 39th percentile
	1	WELL BELOW TYPICAL	Below 20th percentile

R277-406.4 Board Rule Amendments (Aug '15)

(3b) The report shall include:

(ii) the **composite scores** on the benchmark assessment of students in grades 1 through 3 to the Superintendent:

- (A) through UTREx; and
- (B) on or before July 1 of each year.

Reading Comprehension Convergence of Information

Beginning of Year Benchmark

DORF Words Correct	=	_____	[1]
Retell Score _____	x 2	=	_____ [2]
Daze Adjusted Score _____	x 4	=	_____ [3]
DORF Accuracy Percent: _____ % <small>$100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$</small>			
Accuracy Value from Table	=	_____	[4]
DIBELS Composite Score (add values 1–4) =			<input type="text"/>

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

1. Reading at an appropriate rate
2. Reading orally with understanding
3. Reading silently for meaning in context
4. With a high degree of accuracy

Students who are at or above benchmark on the DIBELS® Composite Score are **reading for meaning** at an **adequate rate** and with a **high degree of accuracy**.

2013-14 Sample Outcome Data

District	Total number of students	Students making typical		
		Number of students	Percent of total	Third grade classroom reading progress descriptor
LEA 1	68	62	91.18%	Above average classroom reading progress
LEA 2	55	48	87.27%	Above average classroom reading progress
LEA 3	235	189	80.43%	Above average classroom reading progress
LEA 4	1214	969	79.82%	Average classroom reading progress
LEA 5	323	254	78.64%	Average classroom reading progress
LEA 6	48	36	75.00%	Average classroom reading progress
LEA 7	406	296	72.91%	Average classroom reading progress
LEA 8	1083	789	72.85%	Average classroom reading progress
LEA 9	86	61	70.93%	Average classroom reading progress
LEA 10	64	44	68.75%	Average classroom reading progress
LEA 11	5165	3533	68.40%	Average classroom reading progress
LEA 12	4017	2672	66.52%	Average classroom reading progress
LEA 13	132	85	64.39%	Average classroom reading progress
LEA 14	1050	654	62.29%	Average classroom reading progress
LEA 15	103	62	60.19%	Average classroom reading progress
LEA 16	10	6	60.00%	Average classroom reading progress
LEA 17	50	29	58.00%	Average classroom reading progress
LEA 18	77	39	50.65%	Average classroom reading progress
LEA 19	82	39	47.56%	Below average classroom reading progress
LEA 20	1889	864	45.74%	Below average classroom reading progress
LEA 21	57	20	35.09%	Below average classroom reading progress
LEA 22	18	5	27.78%	Below average classroom reading progress
LEA 23	51	2	3.92%	Well below average classroom reading progress
LEA 24	15	0	0.00%	Well below average classroom reading progress

2014-15 Sample Outcome Data

District	% of Students Making Typical or Better Progress					Benchmark* at BOY (using Highly Skilled Reader Criteria to Boost Minimum Pathways)
	All Students	All Students* (using Highly Skilled Reader Criteria to Boost Minimum Pathways)	Well Below Benchmark at BOY	Below Benchmark at BOY	Benchmark at BOY	
LEA 1	39%	41%	40%	17%	43%	47%
LEA 2	95%	95%	80%	100%	100%	100%
LEA 3	83%	89%			83%	89%
LEA 4	84%	86%	80%	100%	84%	87%
LEA 5	50%	50%	27%	33%	60%	60%
LEA 6	77%	78%	73%	75%	78%	80%
LEA 7	78%	78%	72%	83%	79%	80%
LEA 8	70%	70%	75%		69%	69%
LEA 9	89%	89%	83%	100%	90%	90%
LEA 10	70%	72%	62%	79%	72%	74%
LEA 11	33%	33%	19%	33%	45%	45%
LEA 12	69%	70%	66%	67%	70%	72%
LEA 13	70%	70%	40%		72%	72%
LEA 14	75%	77%	40%	100%	80%	83%
LEA 15	73%	74%	62%	64%	78%	80%
LEA 16	93%	93%	75%	100%	98%	98%
LEA 17	72%	73%	73%	50%	75%	76%
LEA 18	57%	57%	69%	50%	50%	50%
LEA 19	54%	58%	62%	44%	54%	59%
LEA 20	74%	74%	78%	70%	73%	73%
LEA 21	69%	70%	62%	72%	72%	73%
LEA 22	86%	86%	100%	100%	67%	67%
LEA 23	63%	64%	62%	67%	63%	65%
LEA 24	60%	60%	70%	100%	53%	53%
LEA 25	78%	79%	78%	85%	78%	79%
LEA 26	75%	75%	67%	80%	75%	75%
LEA 27	91%	96%	100%		90%	95%
LEA 28	74%	75%	71%	84%	73%	75%
LEA 29	86%	87%	86%	100%	83%	85%
LEA 30	76%	77%	75%	83%	74%	76%



DIBELS Institutes

Provided by the Utah State Office of Education through collaboration
between Teaching & Learning and Assessment

DIBELS Leadership Institute

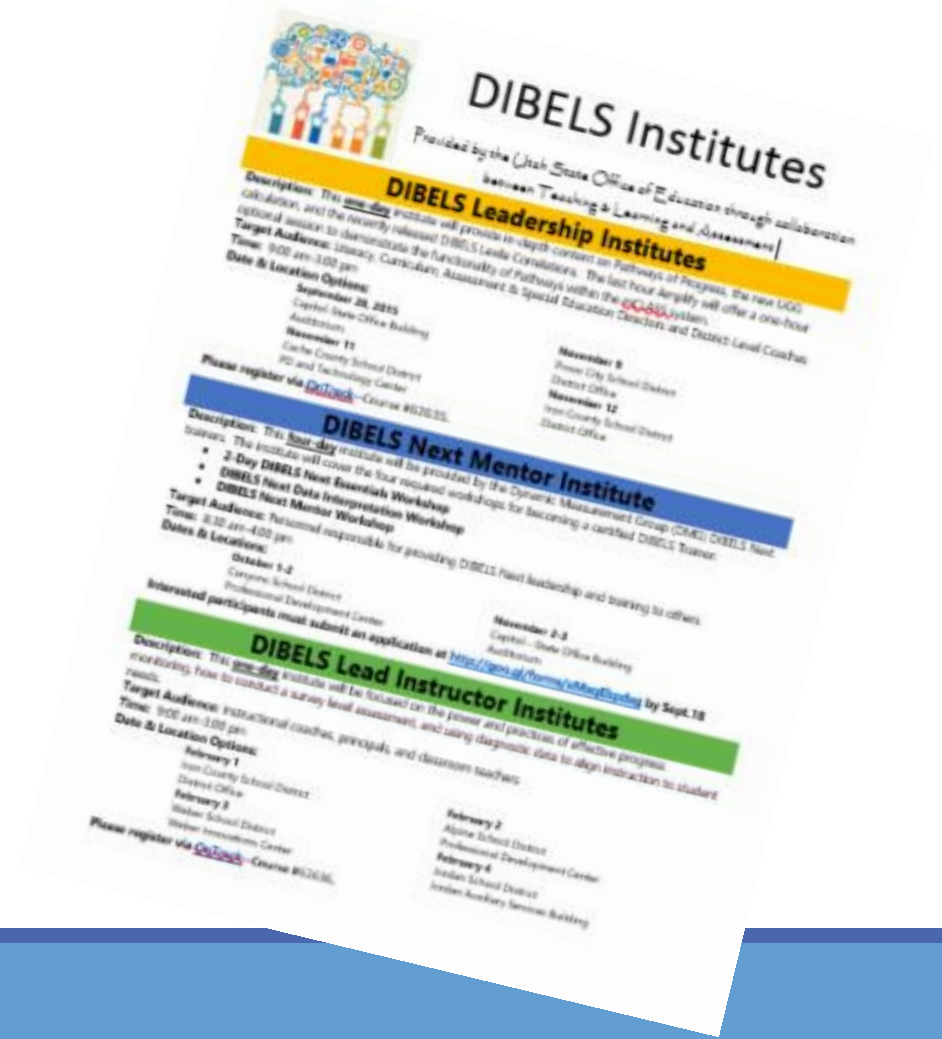
- Pathways to Progress
- UGG
- DIBELS & Lexiles

DIBELS Next Mentor Institute

- Certified trainer: Test administration, data interpretation, coaching

DIBELS Lead Instructor Institute

- Progress Monitoring
- Survey Assessment
- Diagnostic Assessment
- Aligning instruction with student needs



Questions?

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THANK YOU!

